RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURAL POLICY

The Scarborough Board of Education

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OF EDUCATION

RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURAL POLICY

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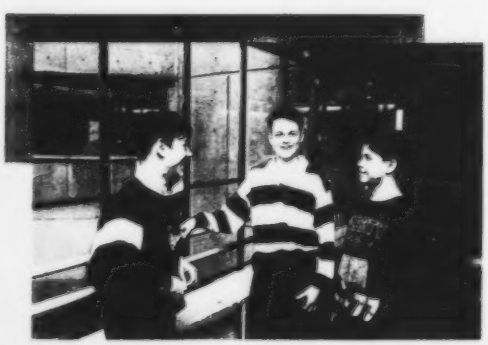
The Scarborough Board of Education



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RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURAL POLICY

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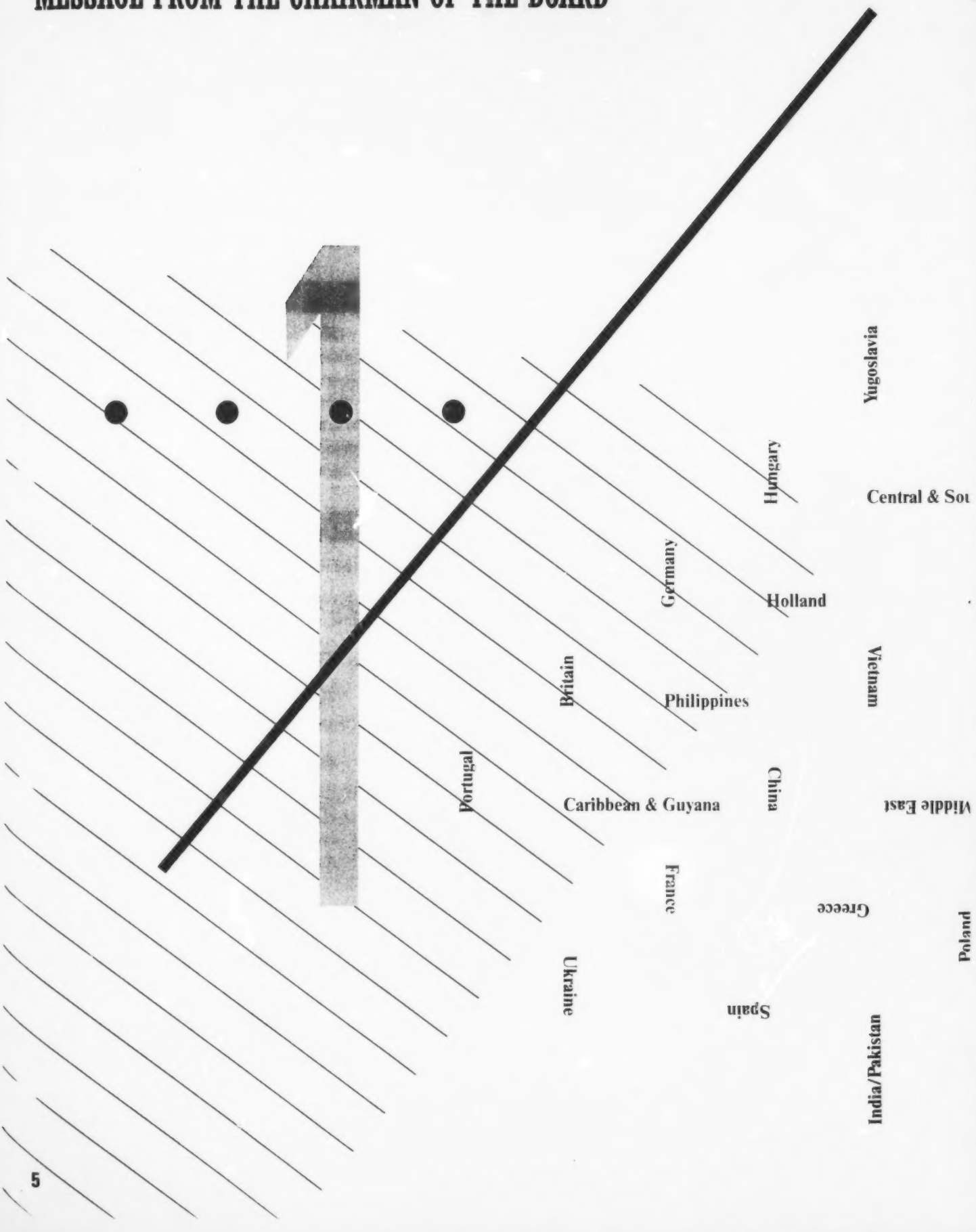
MESSAGE FROM THE CHAIRMAN OF THE BOARD



MESSAGE FROM THE CHAIRMAN OF THE BOARD

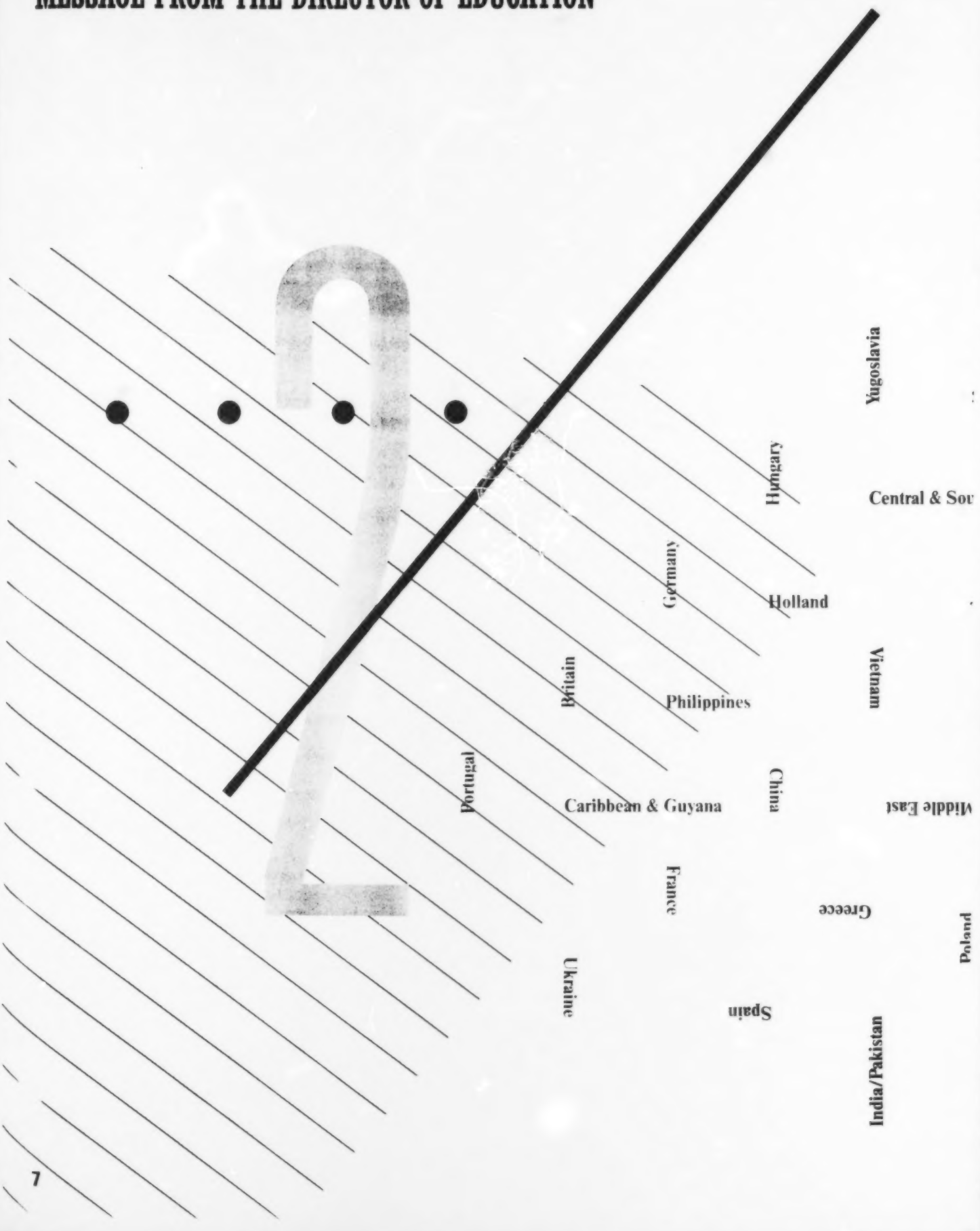
Scarborough Board of Education trustees are proud of the Board's Race Relations, Ethnic Relations, and Multicultural Policy, and the democratic process that led to its development and subsequent approval. The 14 statements of the policy will ensure that learning and work environments within the Scarborough public school system are free of discrimination, and are filled with opportunity for all, regardless of race, creed, colour, heritage, or religion. The programs that emanate from the policy statements will expand beyond the scope of the Board's existing initiatives, leading us toward our objective of racial and ethnocultural equity and understanding.

The Scarborough Board considers the area of race relations, ethnic relations, and multiculturalism a priority, and is committed to the implementation of this policy. We hope that all members of the school community and the community-at-large share, and will help us reach, our goal.

Dianne M. Williams

Dianne M. Williams
Chairman of the Board

MESSAGE FROM THE DIRECTOR OF EDUCATION



MESSAGE FROM THE DIRECTOR

The Scarborough Board of Education recently affirmed its ongoing commitment to multiculturalism with the acceptance of the policy document on Race Relations, Ethnic Relations, and Multiculturalism. This final stage in a lengthy but significant process now gives focus and direction to those responsible for implementing the policy. I encourage the activity of the Advisory Committee on Race Relations, Ethnic Relations, and Multiculturalism and of the Staff Steering Committee, as each begins its challenging work. It remains my hope that through the sensitive application of this policy the Scarborough Board will continue to meet the needs of its culturally diverse community.

Cameron A. Cowan

Cameron A. Cowan
Director of Education

GUIDING STATEMENTS TOWARD THE DEVELOPMENT OF A POLICY

GUIDING STATEMENTS TOWARD THE DEVELOPMENT OF A POLICY ON RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURALISM FOR THE SCARBOROUGH PUBLIC SCHOOL SYSTEM

Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups. Parents have a prior right to choose the kind of education that shall be given their children.
(Article 26 of the United Nations Universal Declaration of Human Rights)

Every individual is equal before and under the law and has the right to equal protection and equal benefit of the law without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
(Canadian Charter of Rights and Freedoms, 1982.

...it is public policy in Ontario to recognize the dignity and worth of every person and to provide for equal rights and opportunities without discrimination that is contrary to law, and having as its aim the creation of a climate of understanding and mutual respect for the dignity and worth of each person so that each person feels a part of the community and able to contribute fully to the development and well-being of the community and the Province.
(Human Rights Code, Ontario, 1982)

NTRODUCTION

INTRODUCTION

The City of Scarborough is filled with people from around the world, working together to build a better life for themselves and their families. Once a quiet, clearly-defined suburb, Scarborough has developed into a vibrant, urban mosaic. It is the fastest growing municipality in Metropolitan Toronto.

For roughly one third of those who settle in Scarborough today, neither English nor French is their mother tongue. Research indicates that about 90,000 of the City's 443,000 residents are members of a visible minority.

The Scarborough Board of Education, which serves 76,000 students and employs as many as 6,900 people, is an integral part of the City. The Board has always taken this special role seriously, monitoring and, where possible, moving quickly to accommodate the needs of its changing community. It is proud of the many programs that it has developed since the early 1970s to promote positive race relations, ethnic relations, and multiculturalism within the school system.

Similarly, it was with great pride that Scarborough trustees took a major step forward in October, 1987, and unanimously approved the Race Relations, Ethnic Relations, and Multicultural Policy. This comprehensive new policy demonstrates that the Board recognizes the racial and cultural diversity of the City, and reaffirms its strong historic commitment to race relations, ethnic relations, and multiculturalism.

The policy's straightforward objectives and guidelines for implementation will assist the Board in continuing to provide the best possible education for each of its students. It also furthers the Board's philosophy and goal of equity for everyone within the Scarborough public school system. It was this goal of equity that

led the Board to hire its first community liaison counsellor nearly 13 years ago.

Many of the recommendations in the new policy are already in place. Among the ongoing, progressive programs and policies are special leadership training programs for students; the multi-disciplinary Immigrant Assessment Team (IAT); community liaison counsellors; free facilities and assistance for community-operated ethnic language programs; translator services; intensive staff training; a variety of academic upgrading opportunities; English as a Second Language/Dialect (ESL/D) programs for immigrant students; and curriculum materials at the elementary level.

The new policy document was developed with broad-based community involvement. It was initiated in 1984 when the Board asked staff to develop a policy, and the process began in the spring of 1985 with the formation of a Policy Advisory Committee (PAC) comprised of community representatives, Board trustees, administration, staff, and students.

After extensive consultation with the public, through draft reports and written submissions, the final PAC document was presented to senior Board officials in April, 1987. Much of the PAC report was incorporated in the 14 policy statements, and it formed the foundation for the Board's Race Relations, Ethnic Relations, and Multicultural Policy, which received trustee approval on October 14, 1987.

The Race Relations, Ethnic Relations, and Multicultural Policy booklet begins with the 14 policy statements. These are followed by the Policy Recommendations chapter, which is divided into seven subject areas. Each of these seven sections includes the appropriate policy statements and outlines the policy and pro-

gram recommendations that emanate from them. It also indicates the department action required.

A number of the policy and program recommendations have already been initiated by the Board – some have been in place for many years. All of the Board's past and future initiatives can be seen in the Policy Implementation chapter, which includes a summary of activities carried out between 1977 and 1987, and an Implementation Plan in a simplified, chart format. The Implementation Plan lists all of the recommendations for action, the departments and personnel responsible, and the dates of initiation for each recommendation.

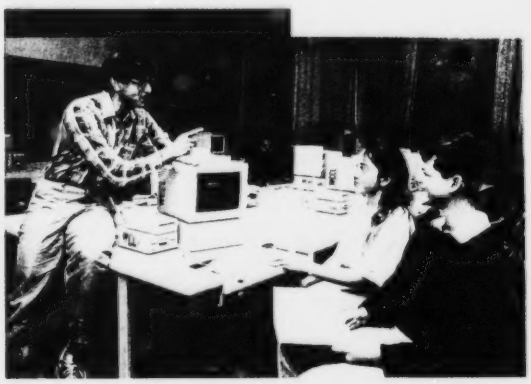
ACKNOWLEDGEMENT TO THE POLICY ADVISORY COMMITTEE, 1985-87

The Scarborough Board of Education gratefully acknowledges the generous commitment of time and expertise, and the dedication of the members of the Multicultural and Race Relations Policy Advisory Committee. Their preparatory work for the dr. policy document, tabled in April, 1987, formed the foundation of the Race Relations, Ethnic Relations, and Multicultural Policy approved by the Scarborough Board of Education in October, 1987.

POLICY STATEMENTS

POLICY STATEMENTS

The following 14 policy statements comprise the Scarborough Board of Education's official policy on race relations, ethnic relations, and multiculturalism:



1 The Scarborough Board of Education is committed to the belief that all doctrines and practices of racial and/or ethnic superiority are morally reprehensible and socially destructive. Such practices are unacceptable to this Board.

2 The Scarborough Board of Education condemns and does not tolerate any expression of racial or cultural bias by its trustees, staff, or students.

3 The Scarborough Board of Education will take an active role in the elimination of all racial and cultural discrimination, including those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

4 The Scarborough Board of Education reaffirms its commitment to develop and promote racial harmony among its students, staff, and the community, and to provide education that is antiracist and multicultural.

5 The Scarborough Board of Education assigns high priority to its policy on race relations, ethnic relations, and multiculturalism and commits itself to the implementation and ongoing evaluation of this policy.

6 The Scarborough Board of Education will continue to develop curricular and co-curricular programs that provide opportunities for students to acquire positive attitudes toward racial, cultural and religious diversity.

7 The Scarborough Board of Education will attempt to ensure that all curricula, text books, audio-visual and other resource materials used in Scarborough schools are free from stereotypes based on race or culture.

POLICY STATEMENTS

8 The Scarborough Board of Education will attempt to ensure that schools in their day-to-day operations and co-curricular activities identify and eliminate those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

9 The Scarborough Board of Education recognizes that in order to ensure equal access and an opportunity for the achievement of their full potential, students from racial and cultural minority groups may require special consideration with respect to:

A) reception
B) assessment
C) placement
D) programming
E) monitoring
F) meaningful communications with parents/guardians.

10 The Scarborough Board of Education provides encouragement and opportunities for all staff and trustees to develop their knowledge, sensitivity, and skills in areas related to multiculturalism, race relations and antiracist education.

11 The Scarborough Board of Education condemns and refuses to tolerate all manifestations of discrimination on the basis of race, ethnicity, culture or religion by its students, staff, or trustees, and will take an active role in their elimination.

12 The Scarborough Board of Education commits itself to the development and maintenance of practices designed to eliminate and/or prevent discriminatory barriers in the workplace.

13 The Scarborough Board of Education is committed to the full and meaningful participation of the multiracial and multicultural community in the life of its schools.

14 The Scarborough Board of Education, in co-operation with other groups, facilitates the development of mutual awareness, understanding, and appreciation among all racial, religious, and cultural groups.

POLICY RECOMMENDATIONS

The Scarborough Board of Education must ensure that every student, staff member, and parent is fairly treated at all levels in this entire organization. If we are to achieve the highest development for each individual, the organization must be committed to guiding principles that are wholeheartedly accepted by all, and are effectively practised.

To this end, the Board adopted as guiding principles the following:

"The organization will strive to maintain:

1 a student-centred approach which places the development of student potential as the first priority;

2 the constant pursuit of excellence by all involved in Scarborough education;

3 honesty and integrity in all activities;

4 respect for each individual in the system;

5 responsiveness to the needs and rights of each individual student, parent and staff .nember; and

6 a climate for willingness to innovate and take action..."
(Directors' Office, Planning Guide, 1985-90, p. 2)

In accordance with its mandate from the Board and the Director's Office, the Student and Community Services Department developed a short term plan as follows:

To continue to develop, for Board approval, a policy on multicultural and race relations in order to:

1 heighten awareness and effectively address the multicultural and race relations concerns as they affect schooling and education in Scarborough;

2 increase awareness of multicultural and race relations programs, procedures, and initiatives that have proven successful; and

3 bring about a closer working relationship between the Scarborough Board of Education and the community.
(Policy Advisory Committee on Multiculturalism and Race Relations, Terms of Reference, January 8, 1985)

POLICY STATEMENTS

1 The Scarborough Board of Education is committed to the belief that all doctrines and practices of racial and/or ethnic superiority are morally reprehensible and socially destructive. Such practices are unacceptable to this Board.

2 The Scarborough Board of Education condemns and does not tolerate any expression of racial or cultural bias by its trustees, staff, or students.

3 The Scarborough Board of Education will take an active role in the elimination of all racial and cultural discrimination, including those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

4 The Scarborough Board of Education reaffirms its commitment to develop and promote racial harmony among its students, staff, and the community, and to provide education that is antiracist and multicultural.

RECOMMENDATION

Policy statements 1 to 4 are philosophical statements. There are no specific recommendations for implementation.

***Department Action:* Administrative Services**

These four policy statements have been included in the Introductory section of the Boards Planning Guide, 1988-1993, by the Superintendent of Administrative Services.

5 The Scarborough Board of Education assigns high priority to its policy on race relations, ethnic relations, and multiculturalism and commits itself to the implementation and ongoing evaluation of this policy.

RECOMMENDATION

An Advisory Committee on Race Relations, Ethnic Relations, and Multiculturalism will be established. The mandate of this committee will be to advise the Board regarding the implementation and evaluation of recommendations that flow from this policy and future initiatives in this area.

The composition of the committee will include representation from such groups as trustees and representatives of community organizations, as well as Board administrative personnel acting as resources.

Department Action: **Student and Community Services**	
Community representatives: Twelve residents of Scarborough who have been nominated by ethnic groups or who have volunteered to serve as interested citizens	
Other members of this Advisory Committee include	
Staff	
• Superintendent Student and Community Services (Chairperson)	• Associate Superintendent Student and Community Services
• Co-ordinator, Multiculturalism and Race Relations	
Trustees	
• Four	

Curriculum planning is a process that must be widely shared. Working within the boundaries of provincially and locally established purposes and priorities, those most aware of children's needs and communities' expectations – parents, teachers, principals, supervisory officials, as well as the children themselves – must be involved in the planning process. (Ministry of Education, *The Formative Years*, 1975, p. 2)

Programs in the intermediate and senior divisions should build on the educational goals stated in *The Formative Years*. In fulfilling these goals, schools will provide students with assistance and encouragement to:

- develop and maintain confidence and a sense of self-worth;
- develop and retain a personal identity by becoming acquainted with the historical roots of the community and culture of their origin and by developing a sense of continuity with the past;
- begin to understand and appreciate the points of view of ethnic and cultural groups other than their own;
- develop an understanding of such concepts as community, conflict, culture, and interdependence; and
- learn the social skills and attitudes on which effective and responsible co-operation and participation depend.

It follows that the philosophy of multiculturalism should permeate the school's curriculum, policies, teaching methods and materials, courses of study, and assessment and testing procedures, as well as the attitudes and expectations of its staff, and all of its interactions with students, parents, and the community. (Ministry of Education, *Ontario Schools Intermediate and Senior Divisions (Grades 7-12/OACs) Program and Diploma Requirements 1984*)

CURRICULUM

POLICY STATEMENTS

6 The Scarborough Board of Education will continue to develop curricular and co-curricular programs that provide opportunities for students to acquire positive attitudes toward racial, cultural and religious diversity.

7 The Scarborough Board of Education will attempt to ensure that all curricula, textbooks, and audio-visual and other resource materials used in Scarborough schools are free from stereotypes based on race or culture.

8 The Scarborough Board of Education will attempt to ensure that schools in their day-to-day operations and co-curricular activities identify and eliminate those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

RECOMMENDATIONS

A **As guidelines, curriculum modules, and resource documents are developed, they will include curriculum content and teaching strategies that promote antiracist and multicultural education.**

B **As curriculum materials are revised, they will reflect the Scarborough Board of Education policy of antiracist and multicultural education.**

Department Action: Program

The Associate Superintendent of Program chairs a Multicultural Curriculum Strategic Planning Committee in the Program Department. This committee focuses on the development of appropriate models and methods for the integration of multicultural materials in the school curriculum. In addition, the Program Department has included a section entitled Ethnic Relations, Race Relations, and Multiculturalism in the *Guide for Curriculum Development*. All teachers writing curriculum will continue to receive in-service training based on this document to provide them with the [illegible] to develop appropriate curricula.

RECOMMENDATION

C **School and program reviews will include an antiracist and multicultural perspective.**

Department Action: Administrative Services

The Superintendent of Administrative Services will request that the Associate Superintendent of Schools include this component when [illegible] program reviews. Guidelines will be developed by the Personnel and Community Services Department for use by the [illegible] Superintendent of Schools.

RECOMMENDATIONS

D Alternative programs will continue to be examined to ensure that each reflects the Board's philosophy of antiracist and multicultural education.

E The following materials will be developed in co-operation with community groups:

- an inventory of print and non-print antiracist and multicultural resources appropriate for different grade levels; and
- a list of community resources that have the potential to be integrated into classroom practice, such as people, skills, and places of interest.

F The *Guide for Curriculum Development* will be reviewed and revised so that the guide reflects the most recent policies of the Ontario Ministry of Education and the Scarborough Board of Education in the areas of antiracist and multicultural education.

G All new curricula will continue to be validated to ensure that they follow the revised version of curriculum writing guidelines in the *Guide for Curriculum Development.*

H Curriculum writing teams will consult representatives of racial and cultural communities where appropriate.

I Guidelines for the selection of curriculum support material will be developed.

J Using the guidelines for selection of curriculum support material as a reference, the staff of the Learning Resources Centre will:

- assist teachers in reviewing materials from a multicultural and antiracist perspective; and
- assist teachers in the selection of materials that accurately portray racial and cultural minorities and their contributions and achievements to Canadian history and life.

Department Action: **Program**

The Program Department's Multicultural Curriculum Strategic Planning Committee will undertake these activities.

RECOMMENDATION

K Schools will be assisted in the examination of their day-to-day operations and their co-curricular activities to identify and eliminate those policies and practices which, while not intentionally discriminatory, have a discriminatory effect.

Department Action: **Administrative Services**

RECOMMENDATIONS

L Programs, such as Scarborough Multicultural Interschool Leadership Experience (SMILE), and Graduate Race Relations Awareness and Community Experience (GRACE) will be continued and strengthened.

M Students from every high school, senior public school, and kindergarten-to-grade-8 school will be invited to participate in a multicultural leadership program on a rotational basis. Schools will be encouraged to develop in-school multicultural student leadership programs based on their own special needs.

N Race relations and multicultural training will be incorporated as a part of leadership programs offered to student leaders, such as student administrative council officers and staff advisors.

O The Scarborough Board of Education will continue to support the establishment of multicultural clubs where requested by students and/or staff. Such clubs will not be exclusive, but open to all.

Department Action: **Student and Community Services**

ASSESSMENT AND PLACEMENT

Research reveals that many standardized tests, such as achievement, aptitude and psychological tests, are racially and culturally biased. Assessments that rely heavily on the results of these tests contribute to an accumulation of information about minority children that is often invalid and prejudicial. Use of such data can result in misconceptions about students' capabilities and lead to inappropriate programming. It is critical that assessment procedures reflect the life and cultural experiences of children from racial and ethnocultural minorities. (Ministry of Education, *The Development of a Policy on Race and Ethnocultural Equity,* September, 1987, p. 18)

"The Scarborough Board of Education recognizes that culturally different students have special needs, and that conventional assessment methods and procedures are not suitable for them.

Assessing and placing culturally different students presents a unique challenge to teachers and school psychologists. Most educators are aware that conventional tests of achievement and learning capacity contain some cultural bias, and that ignoring the bias of assessment instruments could result in unfair placements for students...

In order to ensure that culturally different students will receive fair placements, guidelines on how to interpret test results validly need to be stated..." *(RST: Research Speaks to Teachers, Volume 22, No. 4, March, 1988)*

ASSESSMENT AND PLACEMENT

POLICY STATEMENT

9 The Scarborough Board of Education recognizes that in order to ensure equal access and an opportunity for the achievement of their full potential, students from racial and cultural minority groups may require special consideration with respect to:

A) reception
B) assessment
C) placement
D) programming
E) monitoring
F) meaningful communications with parents/guardians.

RECOMMENDATION

The Multiculturalism and Race Relations Steering Committee will work with trustees in order to develop system-wide procedures that meet the special needs of students from racial and cultural minority groups with respect to:

- **reception**
- **assessment**
- **placement**
- **programming**
- **monitoring**
- **meaningful communications with parents/guardians.**

Department Action: Student and Community Services

This staff committee functions as an advisory committee to the department. It is chaired by the Associate Superintendent and is composed of staff representatives in the system as follows:

- Associate Superintendent, Student and Community Services (Chairperson)
- Planning & Operations Department
- English as a Second Language/Dialect and Booster programs
- Program Department
- Race Relations, Ethnic Relations, and Multiculturalism
- Personnel Department
- Immigrant Assessment Team
- Scarborough Multicultural Inter-school Leadership Experience (SMILE)
- Guidance
- Superintendent, Student and Community Services
- Administrative Assistant, Student and Community Services
- Area Guidance Representatives
- Community Liaison Counsellors
- Adult Education
- Graduate Race Relations and Community Experience (GRACE)
- Intercultural Leadership Committee (ICLC)
- Research, Development and Program Department
- Scarborough Elementary Teachers' Association (SETA)
- Scarborough Secondary School Teachers' Federation (OSSTF)
- Elementary School Principals' Association
- Secondary School Principals' Association

STAFF DEVELOPMENT

It is necessary to provide every student with an educational environment free from racial and cultural prejudice and discrimination – one that will enable the child to participate fully in the larger Canadian community and to develop his/her maximum potential. In order to accomplish this, it is essential to enlist the active co-operation and support of the entire staff of the Board. All personnel, teaching and non-teaching, represent the Board when dealing with students, parents and communities in their day-to-day working relationships. All staff should be encouraged to attend programs developed to increase their awareness, knowledge, and skills related to antiracist and multicultural education. *(Final Draft of the Policy Advisory Committee on Race Relations, Ethnic Relations, and Multiculturalism, March, 1987. p. 14)*

STAFF DEVELOPMENT

POLICY STATEMENT

10 The Scarborough Board of Education provides encouragement and opportunities for all staff and trustees to develop their knowledge, sensitivity, and skills in areas related to multiculturalism, race relations and antiracist education.

RECOMMENDATIONS

A **Staff development in the area of antiracist education, race relations, and multiculturalism will be a high priority. Staff development programs will be ongoing and will be developed for and offered to all employees, both teaching and non-teaching.**

B **Specific programs will continue to be designed for target groups, such as:**
- **non-teaching and administrative support staff;**
- **school staff;**
- **supervisory officers; and**
- **trustees.**

C **Staff will be encouraged to undertake studies in fields related to multiculturalism, race relations, antiracist education, and immigrant studies.**

Department Action: **Student and Community Services**

The Student and Community Services Department staff, with the assistance of the Program and Personnel Departments, will assume responsibility

D **The following recommendations will be made to the Ministry of Education:**
- **All pre-service teacher training should include the study of multiculturalism, race relations, antiracist education, and immigrant education.**
- **The significance of multiculturalism and antiracist education and their effects on student learning, program development, and delivery should be an integral part of all teacher training. The process of all teacher training should be broadened to include an antiracist and multicultural perspective.**
- **Exchange programs that enable both teaching and non-teaching personnel to work in the native countries of the racial and cultural minority students in the school system will be encouraged and facilitated.**

Department Action: **Student and Community Services**

RACIAL/ETHNOCULTURAL HARASSMENT

Racial/ethnocultural harassment involves verbal or physical interactions that express negative attitudes, derogation, and/or hate for a person or persons based on their race, skin colour, ethnicity, language or religion. Racial/ethnocultural harassment in schools can involve students, teaching and non-teaching staff and others contracted by the board, trustees, and visitors to school premises, or combinations of any of these groups. Whether deliberate or unconscious, racial/ethnocultural harassment is likely to cause hurt, humiliation, shame, and/or anger. Such incidents are inimical to the healthy, positive environment necessary in any school if all children are to enjoy equal educational opportunity, and if all adults are to enjoy equal employment opportunity. (Ministry of Education, *The Development of a Policy on Race and Ethnocultural Equity,* September, 1987, p. 23)

RACIAL/ETHNOCULTURAL HARASSMENT

POLICY STATEMENT

11 The Scarborough Board of Education condemns and refuses to tolerate all manifestations of discrimination on the basis of race, ethnicity, culture or religion by its students, staff, or trustees, and will take an active role in its elimination.

RECOMMENDATION

A **The Scarborough Board of Education will communicate this policy statement to all students, staff, trustees, and members of the community.**

Department Action: **Student and Community Services**

The Student and Community Services Department, in co-operation with the Communications Office, assumes responsibility for the publication and dissemination of the Board's approved policy statements. The 1988 Policy Information brochure contained information on the new Board policy. In addition, this booklet is a comprehensive view of the Board's

RECOMMENDATIONS

B **A Policies and Procedures Memorandum will be developed and communicated to all schools. It will reinforce the following points:**

- **that staff witnessing a racial or ethnic incident intervene immediately and inform those involved of the Board policy;**
- **that in all cases of intervention relative to the handling of racial and ethnic incidents, the staff involved use the incident as an opportunity for a learning experience;**
- **that staff should regard the counselling and support of victims of racial or ethnic incidents as having the highest priority;**

- that when an effective resolution of a racial incident is not possible, and/or in the event of recurrence of such incidents, the principal arrange for a meeting with the student and, where appropriate, with his/her parent(s) or guardian(s), *when the student is younger than 18 years of age*;
- that when an effective resolution of a racial incident is not possible, and/or in the event of recurrence of such incidents, the principal arrange for a meeting with the student and, where appropriate, with his/her parent(s), or guardian(s), *if the student is 18 years of age or older*; and
- that should such efforts not achieve a resolution, or should there be recurrences, the student may be suspended for a period of up to 15 days pursuant to Section 21(1) of the Education Act, 1983, for "conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school."

Department Action: **Student and Community Services**

The Student and Community Services Department assumes responsibility for the development of Policies and Procedures Memorandum to reinforce the principles of the recommendation. This has been disseminated throughout the system.

C In consultation with all affected groups including students, parents, teacher federations, staff associations, unions, and trustees, a guideline will be developed outlining procedures for addressing any racial or ethnic discrimination manifested by staff, both teaching and non-teaching, and trustees.

Department Action: **Personnel**

The Personnel Department will assume responsibility for the development of the Policies and Procedures Memorandum and guidelines outlining the

Every person has a right to equal treatment with respect to employment without discrimination because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, age, record of offences, marital status, family status, or handicap.
(Ontario Human Rights Code, 1981)

PERSONNEL POLICIES AND PRACTICES

POLICY STATEMENT

12 The Scarborough Board of Education commits itself to the development and maintenance of practices designed to eliminate and/or prevent discriminatory barriers in the workplace.

RECOMMENDATIONS

A **With permission from and in consultation with the Ontario Human Rights Commission, a research project will be developed to collect statistics regarding the racial and cultural background of staff and the positions that they hold.**

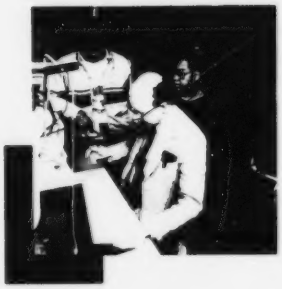
B **Current recruitment, hiring, promotion, and appeal practices will be reviewed.**

***Department Action:* Personnel**

The Personnel Department will assume responsibility for these new and continuing initiatives.

C **Strategies will be developed to facilitate the access of all groups to positions within the Board.**

D **Staff from racial and cultural minorities will continue to be actively encouraged to qualify for and apply for promotions.**



RECOMMENDATIONS

E **Staff development programs will be expanded to include specific strategies and techniques to assist racial and cultural minorities to achieve their employment goals.**

***Department Action:* Personnel**

The Personnel Department will provide leadership in developing these staff training programs.

F **Staff training will be given to interviewers to familiarize them with:**

- **The Ontario Human Rights Code;**
- **The Scarborough Board of Education's Race Relations, Ethnic Relations, and Multicultural Policy; and**
- **interviewing practices that are congruent with the above.**

RECOMMENDATION

G **Training and/or experience in antiracist education, multiculturalism, and race relations will be included on the list of desirable attributes for positions of responsibility.**

Department Action: **Administrative Services**

RECOMMENDATIONS

H **The Policies and Procedures Memorandum regarding promotion will be amended to include a statement reflecting the Board's policy statement:**

"The Scarborough Board of Education commits itself to the development and maintenance of practices designed to eliminate and/or prevent discriminatory barriers in the workplace."

I **Feedback and counselling for unsuccessful candidates will continue to be made available, if requested.**

Department Action: **Administrative Services**

Just as the involvement of the wider community is essential in the development of each young person, so too is it essential in the process of identifying and eliminating barriers to the full and unrestricted involvement of all racial and ethnocultural minorities in our society. If schooling is to become reflective of a multicultural society, all racial and ethnocultural groups must be actively involved in shaping Ontario schools. The challenge of the coming years will be for school boards to provide leadership in valuing, promoting, and increasing this active involvement. (Ministry of Education, *The Development of a Policy on Race and Ethnocultural Equity,* September, 1987, p. 7)

In discharging its responsibilities to students, staff, and the community, the Scarborough Board of Education will strive to ensure that:

- the community is provided with meaningful access to its schools;
- the community is provided with opportunities for input; and
- an atmosphere of mutual trust and a feeling of common purpose are established. *(Scarborough Board of Education Planning Guide, 1984-1989, p. 6)*

SCHOOL-COMMUNITY RELATIONS

POLICY STATEMENTS

13 The Scarborough Board of Education is committed to the full and meaningful participation of the multiracial and multicultural community in the life of its schools.

14 The Scarborough Board of Education, in co-operation with other groups, facilitates the development of mutual awareness, understanding, and appreciation among all racial, religious and cultural groups.

RECOMMENDATIONS

A **In collaboration with the Ontario Human Rights Commission, a system will be established to collect on a regular basis, data regarding racial and cultural group membership of all students, and information about their background and placement.**

B **Interpreter and translation services will continue to be provided as required.**

C **Schools will continue to communicate with their community and endeavour to provide services in languages that reflect the composition of the community.**

D **Means of explaining Board services will be extended to reflect the multiracial and multicultural nature of the community, using resources such as ethnic press and publications in different languages.**

E **The *Cross-Cultural Courier* will continue to disseminate information on topics and programs related to antiracist education, multiculturalism, and race relations.**

F **The Board will actively pursue funding from various levels of government for antiracist education and multicultural projects that have support from the community.**

G **In co-operation with community groups, a list of racial, cultural, and ethnic minority agencies and organizations will be developed and circulated to provide leadership in improving school-community communications.**

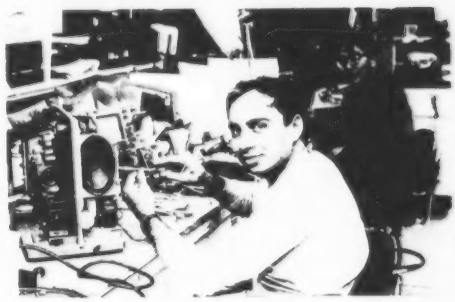
H **The Board will assist communities with a common cultural and linguistic background to share their concerns and express their views on educational, multiracial, and multicultural issues.**

SCHOOL-COMMUNITY RELATIONS

/ The Board will endeavour to better publicize its policy regarding the use of school space during and after school hours.

/ In order to maintain a positive school environment, school personnel will be expected to:

- assist parents of various cultural and linguistic backgrounds to share their concerns and express their views on educational, multiracial, and multicultural issues;
- invite speakers of various racial and cultural backgrounds into the school to make presentations; and
- facilitate the communities' use of space during and after school hours.

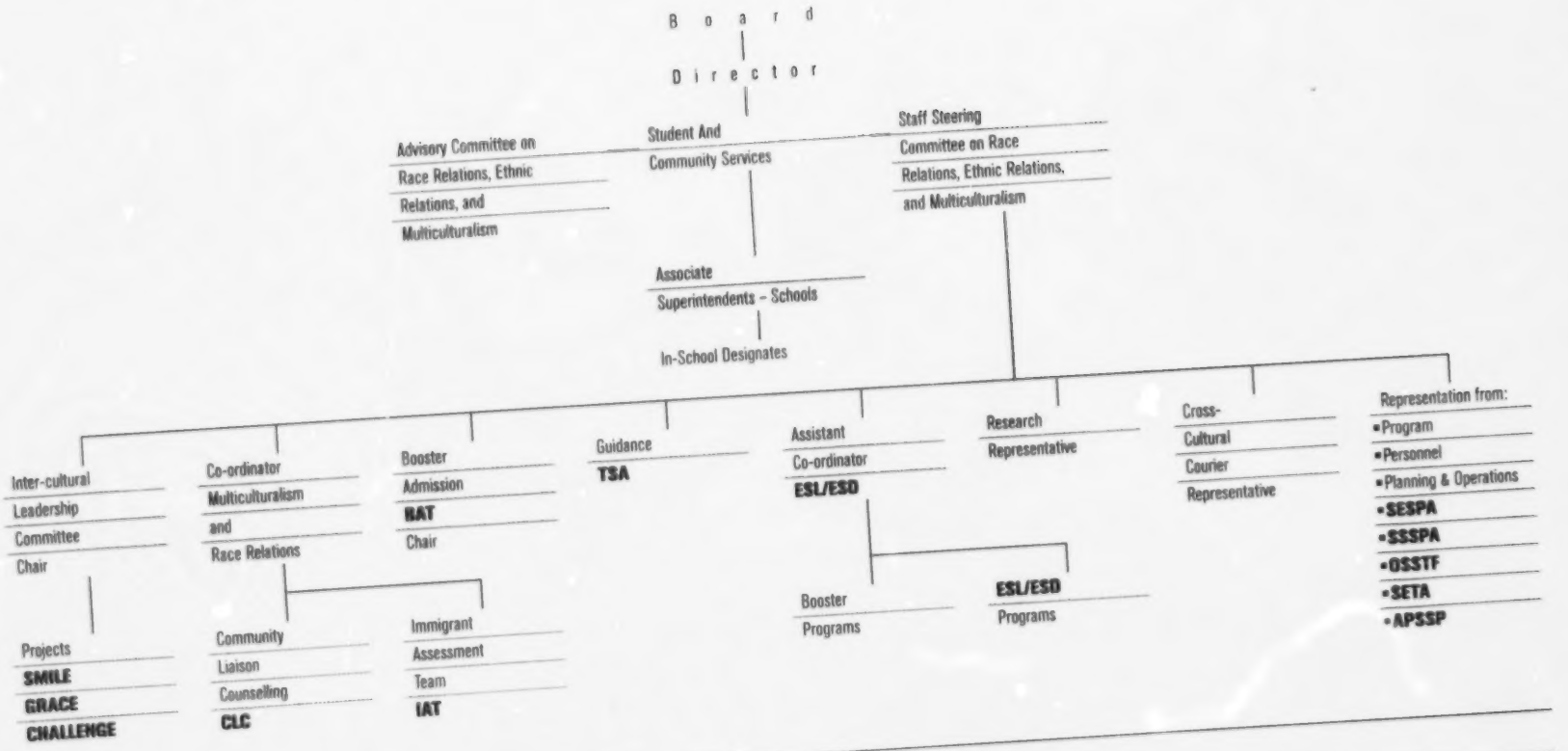


Department Action: **Student and Community Services**

The Student and Community Services Department, in co-operation with the Communications Office, has assumed responsibility for these recommendations. A number of initiatives have begun

POLICY IMPLEMENTATION

RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURAL POLICY ORGANIZATIONAL IMPLEMENTATION CHART



LEGEND

TSA/Teacher Specially Assigned
CLC/Community Liaison Counsellors
IAT/Immigrant Assessment Team
ESL/English as a Second Language
ESD/English as a Second Dialect
BAT/Booster Admissions Team
ICLC/Inter-cultural Leadership Committee
SMILE/Scarborough Multicultural Inter-cultural Leadership Experience
GRACE/Graduate Race Relations Awareness and Community Experience
CHALLENGE/Inter-cultural Leadership Conference
SESPA/Scarborough Elementary School Principals' Association
SSSPA/Scarborough Secondary School Principals' Association
OSSTF/Ontario Secondary School Teachers' Federation
SETA/Scarborough Elementary Teachers' Association
APSSP/Association of Professional Student Services Personnel

STAFF DEVELOPMENT: RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURALISM

EVENTS	*DATES*						
	1970	1973	1976	1978-1981	1982	1984	1985-86
1 English as a Second Language District Monthly In-services	• ESL (ESOL) Teachers • Volunteer Tutors • Others						
2 Community Liaison Officer In-services		• Professional Development Days For school staff • Principals and Vice-principals Conferences					
3 Counselling for Racial Perceptions		Teaching and Non-teaching staff					
4 Immigrant Assessment Team In-service			• Guidance counsellors • School staff • Principals and Vice-principals				
5 Summer Series: How It's Not Too Late: Response to the Changing Classroom				Administrators			
6 John Howard Duffin Human Cultural Communication				Central Office Personnel			
7 Joan Kerner: Education for a Global Community				Scarborough and Metro School Boards Personnel			
8 Summer Series: How It's Not Too Late				Open to all Interested School And Board staff			
9 Introduction to English as a Second Language Dialect (ESL/D) In-services				ESL/D and Interested Staff			
10 Scarborough Multicultural Architecture Experience (SMILE) Animator Training					Facilitators and Teachers Attend the SMILE Camp		
11 Intercultural and Listening Committee (ICLC) Facilitator Training					Facilitators at ICLC		
12 Graduate Race Relations And Community Experience (GRACE) Camp Facilitator Training						Facilitators and Teachers Attend the GRACE Camp	
13 Pierre Casse: Cross Cultural Communication						Members of the Director's Multicultural and Race Relations Committee Superintendents	
14 Curriculum Implementation And Development							Former Principals and Teachers
15 Multiculturalism and Race Relations Conference							Supervisory Officers Professional Development Day

PROGRAM INITIATIVES: RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURALISM

PROGRAMS	DATES											
	1970	1975	1976	1977-78	1979	1980	1981	1982	1984	1985	1986	1987
1 English as a Second Language	•Elementary, •Secondary, •Adults							•Adult Day Classes				
2 Community Liaison Counsellor		One counsellor •Black and West Indian		Five Counsellors •South Asian •Chinese •Greek and Central European •Anglo Celtic Communit, Volunteers •Black and West Indian					Four Counsellors •South Asian •Chinese •Black and West Indian •Greek			
3 After School Upgrading		Two schools	Six schools					10 Schools				
4 Immigrant Assessment Team			Multi Disciplinary Learning •Psychologist •Teacher Diagnostician •Guidance Counsellor •Social worker •Community Liaison Counsellor •ESL/D program Consultants									
5 Free Facilities for Ethnic Language Groups					•Four Language Groups						•14 Language Groups •296 Programs	
6 Directors Objective Six Committee Established					Centralized Recognized Policy Implementation Group Representation •Administration •Principals Associations Teachers Federations •Community Liaison Counsellors							
7 Multiculture Centre Established						Lord Roberts Jr. P.S.						
8 Interpreter Translation Services Established						Resource People for Major language Groups – on Call as Required						

PROGRAM INITIATIVES: RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURALISM

PROGRAMS	DATES											
	1970	1975	1976	1977-78	1979	1980	1981	1982	1984	1985	1986	1987
9 Peterborough Inter-school Anti-Multicultural Leadership Experience (SMILE						Staff And Students						
10 Director's Objective Six Committee Renamed Multiculturalism and Race Relations Committee							Chaired by Director					
11 Intercultural and Leadership Committee (ILC) Facilitator Training								Attended Mainly by Participants Of SMILE Camp				
12 Graduate Race Relations Anti-Community Experience (GRACE) Training Camp									Participants Mainly SMILE Graduates			
13 Booster Programs for Students at the Intermediate and Senior Levels									Two programs Established For academic Upgrading of • M.A. Porter Cl. • Henry Hudson Sr. P.S.			
14 Policy Advisory Committee Formed to make input into The development of Race Relations Ethnic Relations and Multiculturalism Policy										57 people Representing • Community Groups • Trustees • Administration • Principals • Teachers • Students		
15 Centrally assigned Principal to Multiculturalism										Centrally assigned Principal to Multiculturalism		
16 Cross Cultural Courier											vol 1 No 1 Spring 86	
17 Staff Member Centrally-assigned To Multiculturalism											Teacher Centrally assigned to Multicultur alism	
18 Staff Steering Committee On Race Relations Ethnic Relations and Multiculturalism												Staff Steering Committee on Race Relations Ethnic Relations and Multicultur alism

IMPLEMENTATION PLAN, 1988-1993

RACE RELATIONS, ETHNIC RELATIONS, AND MULTICULTURAL POLICY

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
LEADERSHIP				
POLICY STATEMENTS 1, 2, 3, 4				
Include statements in the Board's Planning Guide, 1988-1993	Administrative Services	Incorporate into the introduction to the Planning Guide	Superintendent	1988
POLICY STATEMENT 5				
Establish Advisory Committee on Race Relations, Ethnic Relations, and Multiculturalism	Student and Community Services	Advise the Board on policy implementation	• Superintendent • Staff • Community	1988
CURRICULUM				
POLICY STATEMENTS 6, 7, 8				
A Include antiracist and multicultural teaching strategies in all new curricula	Program	Develop new curricula	• Associate Superintendent • Staff	1986-87
B Incorporate antiracist and multicultural education into revisions of curricula	Program	Develop guidelines for integrating multicultural, race and ethnocultural materials into the curriculum	• Associate Superintendent • Multicultural Curriculum Strategic Planning Committee	1988-89
C Include an antiracist and multicultural perspective in school and program reviews	Administrative Services	Incorporate procedures for program review	• Superintendent • Associate Superintendents - Schools	1988-89
	Student and Community Services	Develop guidelines	• Superintendent • Staff	1988-89
D Ensure that alternative programs reflect the philosophy of antiracist and multicultural education	Program	Review programs at all levels	• Associate Superintendent • Staff	1988-89

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
E Develop materials in co-operation with community groups	Program	▪ Take inventory of antiracist and multicultural resources	▪ Associate Superintendent ▪ Multicultural Curriculum Strategic Planning Committee	1988-89
		▪ Compile list of community resources for classroom use	▪ Associate Superintendent ▪ Student and Community Services staff	1988-89
F Revise *Guide for Curriculum Development* to reflect the Ministry's and Board's policies on antiracist and multicultural education	Program	Develop procedures to eliminate bias	▪ Associate Superintendent ▪ Staff	1988-89
G Ensure new curricula adhere to revised *Guide for Curriculum Development*	Program	Revise *Guide for Curriculum Development*	Associate Superintendent	1987-88
H Curriculum writing teams will consult representatives from racial and cultural communities where appropriate	Program	Generate content for Race Relations, Ethnic Relations, and Multicultural curricula	▪ Associate Superintendent ▪ Staff	1988-89
I Develop guidelines for selection of curriculum support materials	Program	Specify criteria for development of curricula	Associate Superintendent	1988-89
J Use the guidelines for selection of curriculum support materials	Program	Learning Resources Staff will assist teachers in selection of appropriate antiracist and multicultural materials	▪ Associate Superintendent ▪ Learning Resources Staff	1988-89

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
K Assist schools in examination of daily operations and co-curricular activities	Administrative Services	▪ Eliminate policies and practices that have a discriminatory effect	▪ Superintendent	1988-89
		▪ Develop guidelines for dealing with discrimination	▪ Superintendent	1988-89
Continue and strengthen programs such as Scarborough Multicultural Interschool Leadership Experience (SMILE), and Graduate Race Relations Awareness and Community Experience (GRACE)	Student and Community Services	Administer the programs and train facilitators	Staff Steering Committee	1981
M Invite students from every school to participate in a multicultural leadership program on a rotational basis	Student and Community Services	Encourage and administer multicultural leadership programs	▪ Staff Steering Committee ▪ School representatives	1988-89
N Incorporate race relations and multicultural training into student leadership programs	Student and Community Services	Provide race relations and intercultural communication training to students	▪ Staff Steering Committee ▪ In-school staff ▪ Student leaders ▪ Support staff	1988-89
O Continue to support school multicultural clubs that are open to all	Student and Community Services	▪ Identify club leadership ▪ Plan appropriate programs with students and staff	▪ Principals ▪ Designated school facilitators	1988-89

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
ASSESSMENT AND PLACEMENT				
POLICY STATEMENT 9				
A Develop system-wide procedures to meet the special needs of students from racial and cultural minority groups	Student and Community Services	Develop procedures for: ▪ Reception ▪ Assessment ▪ Placement ▪ Programming ▪ Monitoring ▪ Communication with parents/guardians	▪ Associate Superintendent ▪ Staff Steering Committee	1988-89
STAFF DEVELOPMENT				
POLICY STATEMENT 10				
A Assign high priority to staff development in the area of antiracist education, race relations, and multiculturalism	Student and Community Services	▪ Organize staff development programs for all employees	▪ Superintendent ▪ Associate Superintendent ▪ Staff	1988-89
B Continue to design specific programs for target groups	Student and Community Services	Organize in-services for: ▪ Non-teaching staff ▪ Teaching staff ▪ Supervisory officers ▪ Trustees	▪ Superintendent ▪ Associate Superintendent ▪ Staff Steering Committee	1988-89
C Encourage staff to undertake studies in multiculturalism, race relations, antiracist education, and immigrant studies	Student and Community Services Program	Assist sabbatical applicants to focus their research on race relations, ethnic relations, and multiculturalism	Staff Steering Committee	1988-89
D Make recommendations to the Ministry of Education on pre-service teacher training; the significance of multicultural and antiracist education, exchange programs, and expanding the scope of the Educational Seminar Programs	Student and Community Services	Include recommendations in Board's response to Ministry of Education's Draft Proposal: *The Development of a Policy on Race and Ethnocultural Equity, 1987*	Superintendent	1988 Completed

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
RACIAL/ETHNOCULTURAL HARASSMENT				
POLICY STATEMENT 11				
A Communicate this policy statement to all students, staff, trustees, and members of the community	Student and Community Services	Publicize the Race Relations, Ethnic Relations, and Multicultural Policy in the 1988 Interim Tax Brochure and the policy booklet	• Superintendent • Associate Superintendent • Staff Steering Committee • Communications Officer	1988 Completed
B Develop and communicate to all schools the intent of the recommendation	Student and Community Services	Develop a Policies and Procedures Memorandum to deal with racial incidents	Superintendent	1988 Completed
C In consultation with all groups in the school system, develop a guideline outlining the procedures for addressing any racial or ethnic discrimination manifested by staff or trustees	Personnel	Develop a Policies and Procedures Memorandum and guidelines outlining procedures for dealing with racial or ethnic discrimination	Superintendent	1988
PERSONNEL POLICIES AND PRACTICES				
POLICY STATEMENT 12				
A With permission from the Ontario Human Rights Commission, develop a project to collect data on the racial and cultural background and the positions of staff	• Personnel • Program	Develop the instruments and procedures for data collection	• Superintendent of Personnel • Research Department staff	1988
B Review current recruitment, hiring, promotion, and appeal practices	Personnel	• Review recruitment and promotion procedures to ensure equal access to applicants from racial and ethnic minorities	Superintendent	1988-1993

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
C Develop strategies to facilitate the access of all groups to Board positions	Personnel	Develop equity employment practices	Superintendent	1988-1993
D Continue to actively encourage staff from racial and cultural minorities to qualify for and apply for promotions	Personnel	Active support for racial and ethnic minorities seeking promotion	Superintendent	1988
E Expand staff development programs to assist racial and cultural minorities to achieve their employment goals	Personnel	Develop leadership development strategies for staff who are from minority groups	Superintendent	1988-89
F Train interviewers to familiarize them with The Ontario Human Rights Code, the Race Relations, Ethnic Relations, and Multicultural Policy, and appropriate interviewing practices	Personnel	Train supervisory staff in race relations and ethnocultural awareness	Superintendent	1988-89
G Include training and/or experience in antiracist education, and multiculturalism on the list of desirable attributes for positions of responsibility	Administrative Services	Present these promotion policy changes to the appropriate Board committee	Superintendent	1988-89
H Amend the promotion Policies and Procedures Memorandum to reflect the Board's policy statement	Administrative Services	Revise the Policies and Procedures Memorandum	Superintendent	1988-89
I Continue to provide counselling for unsuccessful candidates	Administrative Services	Provide personal follow-up interviews for all unsuccessful candidates, on request	Superintendent	1988

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
SCHOOL-COMMUNITY RELATIONS				
POLICY STATEMENTS 13, 14				
A In collaboration with the Ontario Human Rights Commission, establish a system to collect data on the racial and cultural group membership, and the educational placement of students	▪ Student and Community Services ▪ Program	Research student assessment, placement, and program provisions	▪ Associate Superintendent of Student and Community Services ▪ Research Department Staff	1988
B Continue to provide interpreter/translation services as required	Student and Community Services	Issue Policies and Procedures Memorandum on these services	Associate Superintendent	1980
C Continue school-community communications and endeavour to provide services in ethnic languages	Student and Community Services	Provide school-community liaison counselling services	Associate Superintendent	1975
D Expand vehicles used to explain Board services to the multiracial and multicultural community	Student and Community Services	Continue the following current practices as required: ▪ Interpretation in 40 languages ▪ Translation of major documents and parent information in the main ethnic languages ▪ Publicity of Board programs and events in ethnic papers	▪ Associate Superintendent ▪ Communications Officer	1980
E Continue to publish the *Cross-Cultural Courier* and focus on topics related to antiracist education, multiculturalism, and race relations	Student and Community Services	Continue communication throughout school system and community	▪ Staff Steering Committee ▪ Communications Office Staff	1985

IMPLEMENTATION PLAN, 1988-1993

RECOMMENDATIONS	DEPARTMENT RESPONSIBLE	TASKS	PERSONNEL	DATE TO BE INITIATED
F The Board will actively pursue funding from various levels of government for antiracist education and multicultural projects supported by the community	Student and Community Services	Seek out sources of funding, such as the provincial and federal governments	Superintendent	1988-1993
G In co-operation with community groups, compile and circulate an annual list of racial, cultural, and ethnic minority agencies and organizations to help improve school-community communication	Student and Community Services	Develop a resource booklet	• Associate Superintendent • Staff	1988-89
H Assist communities with a common cultural and linguistic background to share their concerns and express their views	Student and Community Services and schools	Maintain open communication between school and community	• Superintendent of Student and Community Services • Associate Superintendents - Schools • School staff • Communications Officer	1989-1993
I Publicize widely the Board's policy on use of school space during and after school hours	Student and Community Services	Advertise the availability of school space	• Associate Superintendent • Communications Officer	1988-89
J School staff will maintain a positive school environment by: • assisting parents of various cultural and linguistic backgrounds to share their views • inviting speakers of various racial and cultural backgrounds to make presentations • facilitating the community's use of school space	Student and Community Services	Communicate with the home through newsletters and parent interviews	• Associate Superintendents - Schools • Communications Officer and staff	1989-1993

8

Yugoslavia
S
Hungary
Central & Sout
Germany
Holland
Italy
Britain
Philippines
Vietnam
Portugal
Caribbean & Guyana
China
Middle East
France
Greece
Ukraine
Spain
Poland
India/Pakistan

RESOURCES AVAILABLE FROM THE SCARBOROUGH BOARD OF EDUCATION

AUDIO-VISUAL MATERIALS

FILMS	Primary	Junior	Intermediate	Senior
Between Two Worlds		J	I	S
Myself Yourself		J	I	S
The Eye of the Storm		J	I	S
What Colour Are You		J	I	S
VIDEOS				
Everybody Else and You	P			
Lost Is A Feeling		J		
My Friend?			I	
Be a Good Boy Now			I	S
Side By Side: Prejudice			I	S
Teach Me To Dance			I	S
Ethnic and Minority Relations				S
Little By Little: a Portrait of Immigrant Women				S
Equity Now				S

RESOURCES AVAILABLE FROM THE SCARBOROUGH BOARD OF EDUCATION

CURRICULUM MATERIALS

Materials Developed by the Scarborough Board of Education:

Grades 1-8

- Orientation Package
- Knowing Individual Differences and Similarities (KIDS)
- Cinderella Stories from Around the World
- Special Days Celebrated by Children in the City of Scarborough
- China
- Jigsaw Classroom
- Dealing With Differences

Grades 1-3

• Knowing Individual Differences and Similarities (KIDS)	Film and Print Unit
• Heritage	Teaching Unit
• Native Peoples	Teaching Unit

Grades 4-6

• Heritage Week Kit	Resource Material
• Heritage	Teaching Unit
• Multiculturalism	Teaching Unit
• Canadians of Many Cultures	Teaching Unit
• Italians in Canada	Teaching Unit
• Native Peoples	Teaching Unit
• West Indians in Canada	Teaching Unit

Grades 5-6

• China	Teaching Unit
• Japan	Teaching Unit
• West Indies	Teaching Unit

Grades 7-8

- History Curriculum
- Geography Curriculum

GLOSSARY OF ETHNOCULTURAL TERMS

AFFIRMATIVE ACTION

a set of explicit actions or programs designed to increase access to and participation in all strata of educational and employment opportunities for and by individuals or groups previously excluded from full participation.

ANTIRACIST EDUCATION

a perspective that permeates all subject areas and school practices. Its aim is the eradication of racism in all its various forms. Antiracist education emerges from an understanding that racism exists in society and, therefore, the school, as an institution of society, is influenced by racism. Antiracist education attempts to equip us with the analytic skills to critically examine the origins of racist ideas and practice, and to understand the implication of our own race and our own actions in the promotion of, or struggle against, racism.

ASSESSMENT

a process that incorporates a variety of strategies for collecting data about student performance. The data may include incidental and directed observation, the use of standardized tests administered under structured conditions, and anecdotal reports.

ASSIMILATION

the full adoption by an individual or group of the culture, values, and patterns of a different social, religious, linguistic, or national group to such a complete extent that attitudinal and behavioural affiliations with the original group are eradicated.

GLOSSARY OF ETHNOCULTURAL TERMS

ATTITUDE

a consistent pattern of thought, belief, emotion and reactions.

BIAS

an opinion, preference, prejudice or inclination formed without reasonable justification, which then influences an individual's or group's ability to evaluate a particular situation objectively or accurately.

CULTURE

the totality of ideas, beliefs, values, activities, and knowledge of a group of individuals who share historical, geographical, religious, racial, linguistic, ethnic, or social traditions, and who transmit, reinforce, and modify those traditions.

DISCRIMINATION

the denial of equal treatment, civil liberties, and opportunity to individuals or groups with respect to education, accommodation, health care, employment, and access to services, goods, and facilities. Discrimination may occur on the basis of race, nationality, gender, age, religious, political or ethnic affiliation, marital or family status, and/or physical, developmental or mental handicap.

EMPLOYMENT EQUITY

a strategy designed to obliterate the effects of discrimination and to open equitably the competition for employment opportunities to those arbitrarily excluded. It requires a special blend of what is necessary, what is fair, and what is workable. The legal

definition is: "Employment Equity means more than treating persons in the same way but also requires special measures and the accommodation of differences." *(Bill C62, Employment Equity Act)*. Thus, the quality of the results is what is important, not the equality of treatment.

ETHNIC GROUP

a community based upon the ascribed status of a diffuse ancestry that is maintained by a shared culture, language, or religion; a human group bound together by ties of cultural homogeneity, with a prevailing loyalty and adherence to certain basic institutions such as a family pattern, religion, and language.

ETHNIC LANGUAGES

those languages, other than English or French the official languages of Canada.

HIDDEN CURRICULUM

the teaching of social, political and/or economic norms and expectations to students. These norms and expectations are so much a part of schooling that they are seldom questioned or consciously examined. It may contain elements of unintentional racism due to certain acts of commission and omission. The intention to disadvantage may well be absent, but the effect is the same.

MAJORITY GROUP

generally refers to the group of people within a given society that is either the largest in number or that successfully shapes or controls social, economic, political, or religious power.

GLOSSARY OF ETHNOCULTURAL TERMS

MINORITY GROUP

generally refers to the group of people that is either small in number or that has little or no access to social, economic, political or religious power within a given society.

MONITORING

a systematic method of tracking the progress of students.

MULTICULTURAL EDUCATION

comprises the entire real-life experiences of children living in Canada. It implies the development of understanding and pride in one's own ethnocultural identity, as well as the development of understanding, respect, and acceptance of the identity and heritage of others.

MULTICULTURALISM

the existence within one society or nation of two or more non-homogeneous, but equally recognized, ethnic, racial, cultural, linguistic, or religious groups.

PLACEMENT

the grade, level, and type of program that is recommended for a particular student.

PREJUDICE

hostile, irrational beliefs, feelings, opinions and actions directed toward particular individuals or groups on the basis of stereotypical generalizations about group characteristics.

GLOSSARY OF ETHNOCULTURAL TERMS

RACE

a concept utilized to classify humankind according to common ancestry or descent, and reliant upon differentiation by general physical characteristics such as colour of skin and eyes, hair type, stature, and facial features.

RACE RELATIONS

the quality and pattern of interactions between diverse racial groups within one society or nation. The term may also refer to explicit policies and programs devised to promote harmonious interracial and cross-cultural communication or integration.

RACIAL DISCRIMINATION

any distinction, exclusion, restriction, or preference based on race, colour, descent, or national or ethnic origin that has the purpose of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural, or any other field of public life.

RACISM

the belief in and practice of the domination of one social group identified as a "race." Racism involves three basic components: the belief that humankind consists of well defined "races," the belief that some of these "races" are superior to others, and the belief that superior "races" should rule over inferior groups.

1. **INDIVIDUAL RACISM**
   a form of racial discrimination that stems from conscious, personal prejudice.

2. **SYSTEMIC RACISM**
   a general employment condition, specific practice, or approach to hiring or promotion that applies equally to everyone at a workplace but that negatively affects employment opportunity or advancement for specific groups of people. Systemic racism manifests itself in two ways:

2a. INSTITUTIONAL RACISM
racial discrimination that derives from individuals carrying out the dictates of others who are prejudiced or of a prejudiced society.

2b. STRUCTURAL RACISM
inequalities rooted in the system-wide operation of a society that exclude members of particular ethnic categories from significant participation in its major social institutions.

RACIST

an individual, institution or organization whose beliefs, actions or programs imply or state that certain races have distinctive negative or inferior characteristics determined by hereditary factors.

RACIST BEHAVIOUR

aggressive, abusive or dangerous acts directed toward racial or ethnic minorities.

GLOSSARY OF ETHNOCULTURAL TERMS

RACIST INCIDENTS

racist assumptions and beliefs expressed through banter, racist jokes, name-calling, teasing, discourteous treatment, graffiti, stereotyping, threats, vicious insults, physical violence, and genocide.

1. **RACIST SLURS**
   insulting and disparaging statements directed toward a particular racial or ethnic group.

2. **COVERT RACISM**
   less overt acts, such as having low academic expectations for minority students, as well as overt acts such as laughter, silence, or non-intervention. All of these imply approval of racial prejudice.

STEREOTYPE

a false or generalized conception of a group of people that results in an unconscious or conscious categorization of each member of that group. Stereotypes may be based upon misconceptions of false generalizations about race, age, ethnic, linguistic, geographical or natural groups; religion, social, marital or family status; physical, developmental or mental attributes; and gender.

VISIBLE MINORITY

a term that has been used to refer to non-white people. Today, the term racial minority is preferred. *(Final Report of the Policy Advisory Committee on Race Relations, Ethnic Relations and Multiculturalism, 1987, pp. 38-40)*

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